Unit title	The Travel and Tourism Industry
Guided learning hours	90
Number of lessons	45
Duration of lessons	2 hours (unless otherwise stated)
Links to other units	
This unit gives the foundation for learners to study all other units in this travel and tourism qualification	

Key to learning opportunities			
AW	Assignment writing	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**WE**	Work experience

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Investigate types of travel and tourism, customers and their needs				
1	**A1:** Types of tourism **A2:** Types of travel	IS	● **Lead-in:** introduce learners to the unit and format/date of the supervised assignment. Discuss the various job opportunities available within the travel and tourism industry. ● **Paired activity:** 'What is tourism?' Ask learners to work in pairs to produce a definition of tourism and give an example of when they have been a tourist. Discuss responses. ● **Tutor presentation:** introduce learners to inbound, outbound and domestic tourism. Randomly select learners to give examples of each type of tourism. Continue presentation with an introduction to types of travel: leisure, business, specialist, visiting friends and relatives, day trips. ● **Plenary:** run a 'pick and mix' activity. Give learners cards, each with a type of tourism or type of travel. Learners then	● Centre-prepared unit handbook ● Unit specification ● Did you know? presentation ● Presentation – types of travel and tourism ● Pick and mix cards ● Computers with

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			randomly pick a card and give an example.	internet access
2	**A1:** Types of tourism **A2:** Types of travel		● **Small group activity:** divide the class into three groups. Allocate each group a type of leisure travel from the unit content – short breaks; holidays; special events – to research and create posters or give feedback highlighting the variety of leisure travel within their allocated area providing specific examples. ● **Tutor presentation:** introduce learners to different types of business travel as listed in the unit content including meetings, training, short-term work contracts and incentives. Introduce the acronym MICE (meetings, incentives, conferences and exhibitions). Link this to domestic, inbound, outbound tourism and day trips. Invite learners to share examples of business travel undertaken by friends/family members. ● **Small group activity:** learners brainstorm examples of business travel and share findings with others. ● **Plenary:** run a quiz to test understanding of leisure and business travel and tourism.	● Presentation ● Quiz ● Computers with internet access
3–4	**A2:** Types of travel **A3:** Types of travel and tourism customer and their needs	IS	● **Lead-in:** ask learners: 'How many different kinds of specialist travel can you think of under the categories of sport, hobby, interest?' ● **Paired activity:** discuss what might be involved for each type of specialist travel, providing examples. ● **Q&A:** facilitate a Q&A session to recap day trips and visiting friends and relatives (VFR) covering the unit content. Learners complete a worksheet to give varied examples of both. ● **Small group activity:** randomly give groups an image depicting a different type of travel and tourism customer from the unit content. Ask groups to produce a diagram of their needs in travel and tourism contexts. Share diagrams with the class. Discuss the similarities and differences. ● **Individual activity:** give learners a range of pen portraits of different tourism and travel customer types (e.g. individuals,	● Computers with internet access ● Worksheet ● Images ● Materials for spider diagrams ● Case studies

			couples, groups, educational, business, etc.). For each case study, learners should identify the type of travel, the type of tourism, and the type of travel and tourism customer, including any specific needs. Then they compare with another learner. ● **Plenary:** discuss why it is important for travel and tourism organisations to understand customer needs. ● **Homework:** check all learners have definitions for all terms covered so far. For homework, learners should describe and give an example for all terms listed, including customer types and needs.	
Learning aim B: Explore the contribution of travel and tourism to the economy of global destination				
5	**B1:** Tourism and the economy of global destination	IS	● **Lead-in:** ask learners: 'What makes our country important as a global destination?' If your situation is one of an emerging market, then the question could be amended to 'Is (or 'How could') our country become important as a global destination?' Invite a discussion. ● **Tutor-led activity:** lead a presentation on the importance of tourist numbers and the economic importance of your country (amend in line with the lead-in question) as a global destination. Show learners sample data /statistics/graphs/maps and locations on visitor numbers to show leading countries' world rankings, tourist arrivals and main generating areas. Lead an analysis of data. Ask learners to find definitions of 'balance of payments', 'tourism receipts' and 'GDP'. Discuss and agree definitions. Facilitate a short Q&A session to determine their understanding. ● **Paired activity:** give learners links to statistics on economic importance of tourism, including value of inbound tourism, contribution of tourism in your country to balance of payments and GDP. Show learners how to interpret and analyse data. Ask learners what influences there could be (recession, exchange rates, terrorism, civil unrest/riots, etc.).	● Computers with internet access ● Presentation ● Graphs and links to statistics ● Worksheets Search online for 'World Tourism Organization/UNWTO'

			● **Homework:** learners produce revision notes on the importance of your country as a global destination and/or the importance of tourism of a nation that has a strong tourism industry, including the definitions used.	
6	**B1:** Tourism and the economy of global destination	IS	● **Lead-in:** ask learners: 'How does travel and tourism contribute to the GDP of our country?' Refresh the definition of GDP as required. ● **Tutor-led activity**: introduce the unit content terminology from the B1 bullet point on the spec that reads: Importance of tourism to the economy. Learners research and produce a glossary of key related terminology, including 'leakage', 'multiplier effect', 'profit margins' and 'foreign currency earnings'. Learners share and agree definitions with your support. Then they produce diagrams to show how the multiplier effect works in their local area. ● **Small group activity:** learners carry out research into tourist spending in their own country over a period of three years using the UNWTO or other suitable data. They interpret and analyse data to find trends and then discuss and compare findings. ● **Plenary:** run a Q&A session to check understanding.	● Computers with internet access ● Terminology worksheet
7	**B1:** Tourism and the economy of global destination	IS	● **Lead-in:** run a targeted Q&A session to test recall and understanding of terminology in the previous session. ● **Small group activity:** give learners a major destination with strong marketing from your regional area to find published data on tourism income and spending over a time period to look at trends (assessor to check suitability of selected destinations and availability of published research in advance). Give learners a worksheet of specific data to collect on tourism income and spending in the destination. Learners produce a presentation with graphs, infographics, statistics, etc., then present their findings with their analysis to the class. ● **Plenary:** lead a class discussion to identify and account for	● Search online for 'Tourism spending in _____ ' etc. ● Computers and internet access ● Worksheet

			regional similarities/differences. ● **Homework:** learners finish their research and produce a glossary of key terminology.	
8	**B2:** Employment in travel and tourism	IS	● **Lead-in:** give a slide show with images of different job roles in travel and tourism. Then ask learners: 'Would you like to work in the travel and tourism industry?' Invite them to discuss job aspirations and opportunities in travel and tourism. ● **Tutor-led activity:** discuss the following question: 'Direct and indirect employment – what is the difference?' Invite a discussion to determine the differences. Give learners a worksheet to correctly identify direct and indirect job roles. ● **Small group activity:** give each group a type of organisation from the bulleted list of direct employment in the unit specification. Learners research direct employment opportunities within their allocated type of organisation and produce a poster for a wall display. Discuss their findings and different roles (i.e. customer-facing, support, graduate, managerial, etc.). ● **Small group activity:** Repeat activity for indirect employment opportunities (customer-facing roles – such as tour guides, cabin crew, call centre staff, support and administration, graduate and industry training programmes, managerial and supervisory positions). Discuss their findings and different roles (i.e. customer-facing, support, graduate, managerial, etc.). ● **Paired activity:** give learners key statistics, facts and data relating to direct and indirect employment obtained through websites, such as UNWTO and the World Travel & Tourism Council. Set tasks for learners to analyse trends – including how these change over time and reasons for changes – and draw conclusions. Discuss findings. ● **Plenary:** lead a Q&A to check understanding of the session. ● **Homework:** learners carry out research into visitor numbers by types of tourism (e.g. inbound, outbound, domestic,	● Unit specification ● Slide show ● Worksheet ● Computers with internet access ● Job roles worksheet ● Search online for 'Take off in travel', Travel Weekly ● Search online for 'UNWTO country tourism employment statistics' ● Search online for 'World Travel & Tourism Council Economic Impact research' ● World Travel & Tourism Council Statistics handout and task sheet

			business, VFR and day trips) for the next session.	
9	**B3:** Visitor numbers	IS	● **Lead-in:** give a slide show on 'Did you know?' facts on visitor numbers. ● **Tutor-led activity:** give learners a handout containing graphs, infographics, etc. containing published data relating to inbound, outbound, domestic, business, VFR and day trips, for example: UNWTO's 'Tourism highlights' for tourist arrivals and tourist arrivals for your (chosen) country. Using corresponding data on screen, work through the data with targeted Q&A to interpret data, identify and understand trends. ● **Paired activity:** give learners a structured worksheet to conduct research using the UNWTO website. Learners find answers to questions on 'visitor numbers by other factors' and identify trends, as listed in the unit content. Review and discuss responses. ● **Plenary:** lead a discussion and draw conclusions on trends observed in data. ● **Homework:** learners revise definitions for unit B3.	● Slideshow ● Computers with internet access ● Handout and presentation with published data ● Search online for 'Tourism highlights', UNWTO and Tourism by country data ● Directed research worksheet
Learning aim C: Research travel and tourism organisations				
10	**C2:** The key sectors of the travel and tourism industry		● **Lead-in:** establish the eight key sectors of the industry (see the specification). ● **Tutor presentation:** introduce the concept of components, role, products and services, and the terms 'tangible' and 'intangible'. Highlight the scope of the industry – particularly how the size of the organisations ranges from small local companies to large multinational businesses. The presentation should give real examples of organisations of different sizes. ● **Small group activity:** learners investigate road transport provision in their local area including bus operators, coach operators, bus and coach stations, hire car, private car, tuk-tuk and taxi provision. ● **Plenary:** discuss the following: 'What are the strengths and	● Unit specification ● Board/sugar paper/large paper and pens for idea generation exercise ● Presentation ● Computers with internet access

			weaknesses in local road transport provision? How will these impact on visitors?'	
11	**C2:** The key sectors of the travel and tourism industry		● **Lead-in:** learners watch a YouTube video clip – for example, 'London to Paris by Eurostar e320'. They note and discuss the products and services provided at St Pancras and on Eurostar or on high speed services in other parts of the world, e.g. France TGV or the bullet train in Japan ('How Japan's bullet trains changed travel'). ● **Tutor presentation:** introduce local, national, international and high-speed rail, hubs and stations, including associated roles (see the specification). Invite learners to share experiences of rail travel, ease of travel, products and services, etc. Watch a video clip – for example '20 years of Virgin trains'. Ask questions based on facts in the video and potential safety issues. ● **Tutor-led activity:** randomly allocate each learner a rail travel request for one of four customers: A, B, C or D. Learners find an appropriate rail journey and produce details of the train operator, times, cost, facilities at the departure and arrival stations, route, products and services. Learners then team up with others in their group (A, B, C or D) and compare findings. Coordinate similarities and differences in products and services for different types of customers between different train operators. ● **Plenary:** learners research road options for the same journeys – i.e. they compare the services for different types of customer. ● **Homework:** learners produce definitions for 'scheduled', 'charter' and 'low cost/no frills' airlines and find a named example of each.	● Unit specification ● Search YouTube for 'Eurostar e320' ● Search YouTube for '20 years of Virgin trains' or 'How Japan's bullet trains changed travel' ● Presentation ● Customer profiles ● Computers and internet access ● Board/paper and pens
12	**C2:** The key sectors of the travel and tourism industry	IS	● **Lead-in:** ask learners: 'How do you define "scheduled", "charter" and "low cost/no frills" airlines?' Learners share definitions and named examples. ● **Individual activity:** give learners a worksheet to carry out	● Unit specification ● Worksheet

			structured research into products and services (ensure coverage of all those in the specification) provided by a named scheduled, charter and low cost/no frills airline. ● **Tutor presentation:** introduce learners to airline jargon – for example, 'hubs' and 'gateways'. ● **Small group activity:** give each group a different customer profile – for example, a family with young children, business traveller, gap year traveller, older couple, college group, customer with restricted mobility, etc. Each group researches ease of access, facilities, products and services at regional and international airports. Learners must then share their findings and judge the suitability of the airport for different types of customers. ● **Plenary:** discuss the following question: 'What are the advantages and disadvantages of scheduled, charter and low cost/no frills airlines for different types of customers?' ● **Homework:** learners find two maps: one showing the main cruise areas of the world; the other showing the ferry routes from their own country. If they live in a land-locked country, select an adjacent country to investigate that people would use if wishing to travel somewhere by ferry. Then they find examples of five cruise operators and five (number can be amended to suit your circumstance) ferry operators.	● Computers and internet access ● Presentation ● Customer profiles
13	**C2:** The key sectors of the travel and tourism industry	IS	● **Lead-in:** show learners ferry and cruise videos – for example, 'On board *Spirit of Britain* ferry with P&O ferries' **and** '360 degree view of Marella Discovery'. Discuss the difference between ferries and cruises. ● **Small group activity:** give learners a map showing ferry routes local to your area. Allocate each group a different route to research and complete an information template detailing the ferry operator, duration of crossing, facilities on board the ships and in the port buildings. Produce a wall display centred on a large copy of the chosen map/body of water. ● **Tutor-led activity:** introduce learners to the main cruise	● Search YouTube for 'P&O ferries' or any other ro-ro company ● Search YouTube for 'Marella cruises' ● Search for local ferry routes to you or search for destinations

			areas of the world and different types of cruises. Watch the video 'World's largest ship docks in Port Canaveral'. Discuss the facilities needed at cruise ports. ● **Paired activity:** run a lucky dip activity. Learners pick a card with a named ship. Then they complete a template with the ship's name, the cruise operator, main cruise area(s) of operation, facilities, products and services on board. Create a cruise display corner in the classroom. ● **Plenary:** more than 27 million people were expected to take a cruise holiday in 2018. Ask learners: 'What's the attraction?' ● **Homework:** learners complete independent research into facilities products and services in one cruise port and one cruise ship each with different cruise operators for use in the future lessons.	on the 'aferry' or 'ferrylines' websites ● Large wall map ● Search online for 'images cruise areas of the world' ● Search YouTube for 'World's largest cruise ship docks at Port Canaveral' ● Lucky dip cards ● Templates for ferry routes and cruise ships
14	**C2:** The key sectors of the travel and tourism industry	IS	● **Lead-in:** ask learners: 'Tour operators and travel agents; what is the difference?' Learners share examples of tour operators they have travelled with/have heard of. ● **Tutor presentation:** deliver a structured presentation to introduce the role of the tour operator (see the specification), along with what constitutes a 'package', mass market, special interest, niche, tailor-made and luxury packages. ● **Individual activity:** learners complete a worksheet to research named examples of different types of tour operators. ● **Paired activity:** run an 'unpicking the package' activity by providing learners with a typical holiday package. Learners use brochures to identify and list all included elements of the package (see specification). ● **Plenary:** discuss the following question: 'What are the benefits of booking a package holiday with a tour operator?'	● Unit specification ● Presentation ● Brochures ● Worksheet ● Computers with internet access

			● **Homework:** learners identify a high street travel agency in the local area (or one they might have heard about). Produce a list of questions to ask the next session's travel agent guest speaker.	
15 1 hour	**C2:** The key sectors of the travel and tourism industry	GS	● **Lead-in:** introduce the four component travel agents listed in the unit content, including roles and differences. ● **Individual activity:** learners make notes on the presentation from a travel agent on the role, products and services. ● **Q&A:** learners pose questions to the guest speaker on the role, products and services. Encourage learners to ask about the other components and types as in specification. ● **Plenary:** run a quiz testing learners' knowledge of all products and services listed in the mix and match terms and describe each.	● Unit specification ● Guest speaker ● Equipment as required by guest speaker ● Quiz
16	**C2:** The key sectors of the travel and tourism industry	IS	● **Lead-in:** run a picture quiz to name well-known visitor attractions within the six listed components. ● **Small group activity:** allocate each group one of the six visitor attraction components to carry out detailed research into a named attraction, plus its role, products and services. They then produce a short radio advert to promote the attraction, its role, products and services, and any specific unique selling points (USPs) and how these appeal to types of customers. ● **Plenary:** groups vote on the attraction that has the most widespread appeal to different types of customers, giving reasons.	● Picture quiz ● Computers with internet access ● Recording devices (e.g. using smartphones or computers)
17	**C2:** The key sectors of the travel and tourism industry	IS	● **Lead-in:** run a slide show with images of different types of accommodation, including the unusual (e.g. ice hotels, yurts, tree houses, tepees, rice boats, dhows, etc.). Learners share experiences of staying in different types of accommodation. ● **Small group activity:** allocate each group a region in your own country/popular region to research the range of catered,	● Unit specification ● Slide show ● Computers with internet access

			self-catered and non-catered accommodation available to visitors, including components listed in the unit content and any unusual examples. Groups then produce a promotional poster for their region detailing the range of accommodation available, a named example of each type found, and the typical products and services. ● **Q&A:** facilitate a Q&A session to test each learner's understanding of the key terms in the specification. Learners should describe and explain 'housekeeping', 'amenities', 'tent pitch', etc. ● **Plenary:** discuss the following question: 'How well does the accommodation in different regions cater for different types of visitors?'	● Materials for poster
18	**C2:** The key sectors of the travel and tourism industry	V	● **Small group activity:** organise a visit to a visitor attraction or accommodation provider for learners to research its products and services and observe the different types of customers who go there. ● **Individual activity:** learners complete a worksheet so they can write up their findings from the visit.	● Visit planning and risk assessment, etc. ● Visit worksheet
19	**C2:** The key sectors of the travel and tourism industry	IS	● **Lead-in:** show images of logos for companies in your country that offer travel agent and tour operator financial protection schemes, tour office/tourist boards from your country, Civil Aviation International (CAA/CAAi) from your country, International Air Transport Association (IATA), the government department in your country in charge of tourism, and the government department in your country that gives real-time advice on where it is safe to travel overseas. Ascertain prior knowledge of the association/government body/regulatory body. ● **Individual activity:** learners complete a worksheet by researching the full title and one aim of each association/government body/regulatory body listed in the Lead-in. Explain the terms 'regulatory', 'repatriation', 'compliance', plus the use of 'body' for any ESOL learners. Key	● Images and worksheet ● Materials for handouts ● Worksheets ● Access to websites for: – Association of National Tourist Office Representatives (ANTOR) – Association of Independent Tour

			terms could be displayed as posters around the room, devised by learners to help with their preparation for assessment. ● **Small group activity:** allocate one named association/government body/regulatory body to each group from the specification list. Groups then carry out research and present their organisation to the class. They should also produce a handout to actively promote the role and the most positive elements of their allocated association/body. ● **Individual activity:** learners complete a worksheet to show their understanding of the roles, products and services of different trade associations, government bodies and regulatory bodies. ● **Plenary:** discuss the following question: 'Why are these associations/bodies so important to the travel and tourism industry?'	Operators (AITO) – International Air Transport Association (IATA) – World Health Organization (WHO) – Government Department for Tourism – Foreign and Commonwealth Office (FCO) – Consulates and Embassies – United Nations Educational Scientific and Cultural Organisation (UNESCO)
20	**C2:** The key sectors of the travel and tourism industry	IS	● **Lead-in:** show learners a video clip highlighting the role of your country's tourist board/agency. ● **Tutor presentation:** run a presentation giving a general introduction to information and promotional service providers and components at national, country, regional and local level including Destination Management Organisations (DMOs). ● **Paired activity:** give learners a case study to show how a selected area of your country is promoted from: local level; regional; DMOs; country; and national level. Learners then research what organisations are involved, their role and products and services. ● **Individual activity:** learners research the United Nations World Tourism Organization (UNWTO) and produce a poster highlighting the five key aims. Clarify the difference between 'aims' and 'roles'.	● Search YouTube for your country's tourism board/short video or webpage ● Presentation ● Computers with internet access ● True or false statements ● Presentation ● 'Plickers'

			● **Plenary:** learners vote 'true' or 'false' for a series of statements on information and promotional service providers. ● **Homework:** learners produce comprehensive notes to prepare for the assessment for the topics covered in learning aim C2.	(search for 'plickers.com') SMART device app ● Quiz-style questions produced by the centre
21	**C1:** Ownership and aims	IS	● **Lead-in:** ask learners: 'Private, public or voluntary ownership; what do they mean?' Encourage travel and tourism-based examples. Introduce the three types of ownership. ● **Tutor presentation:** on the key characteristics of private organisations plus an explanation of terminology – e.g. limited liability company (LLC), stock market, multinational, small and medium-sized enterprises (SME), and main types of organisations in the private sector – see the specification for a full list. ● **Small group activity:** allocate each group a type of organisation (such as a tour operator, transport organisation, visitor attraction or accommodation provider). Learners find three named examples in the private sector and share responses with the class. You should confirm their accuracy. Each group then researches one organisation from their list and produces a poster on the characteristics and main aims of their organisation. Clarify any terms, e.g. 'mission statements', 'characteristics'. Groups view posters and compare aims and characteristics of private organisations. ● **Plenary:** ask groups to coordinates their findings into key characteristics and aims of private organisations. ● **Homework:** half the class researches an example of a public sector travel and tourism organisation and half a voluntary organisation to identify their main aims.	● Unit specification ● Presentation ● Computers with internet access ● Materials for posters
22	**C1:** Ownership and aims	IS	● **Lead-in:** learners share their examples of public and voluntary organisations and their main aims.	● Unit specification

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1 hour			● **Tutor presentation:** cover the key characteristics of public and voluntary organisations (see specification). ● **Small group activity:** sharing findings with the class from previous homework activity (half the class researches an example of a public sector travel and tourism organisation and half a voluntary organisation to identify their main aims). ● **Tutor-led discussion:** ask learners: 'How do the aims of public and voluntary organisations differ from private?' ● **Plenary:** learners complete a 'spot the mistake' worksheet by identifying both the accurate and inaccurate information about a range of public, private and voluntary sector organisations/companies. Learners must highlight what they believe to be the 'mistakes' in the text. ● **Homework:** learners produce notes for ownership and operating aims.	● Computers with internet access ● Presentation ● Worksheet
23	**C3:** Interrelationships and interdependencies in the travel and tourism industry	IS	● **Lead-in:** ask learners: 'How do you purchase different travel and tourism products and services?' ● **Tutor presentation:** introduce and define 'distribution channels'. Include flowcharts showing distribution direct to the customer and through intermediaries. Define the terms 'interrelationship' and 'interdependency'. ● **Tutor-led activity:** give learners a range of scenarios (e.g. airline and tour operator; visitor attraction, coach operator and tourist board) to identify different interrelationships and interdependencies. Compare and discuss responses. Give half the group a list of potential advantages of interrelationships and interdependencies, customers and organisations, and the other half a list of potential disadvantages (see unit content). Learners must consider the advantages or disadvantages in relation to each scenario. Discuss responses. ● **Plenary**: discuss the following question: 'Interdependencies and interrelationships – who are the winners?' Learners summarise their findings from the session.	● Unit specification ● Presentation ● Computers with internet access ● Scenarios ● Lists of advantages and disadvantages of interrelationships and interdependencies

			● **Homework:** learners research definitions, examples and reasons for both horizontal and vertical integration in travel and tourism.	
24	**C3:** Interrelationships and interdependencies in the travel and tourism industry	IS	● **Lead-in:** learners define 'horizontal' and 'vertical' integration, providing named examples along with reasons for both. ● **Group activity:** give each group a named vertically and horizontally integrated organisation (e.g. TUI). Learners carry out research into the different brands at each level and produce a visual display. Share findings with the class. ● **Tutor-led discussion:** on the advantages and disadvantages of horizontal and vertical integration to the organisation, the customer and the potential impacts on other organisations. ● **Plenary:** lead a quick-fire 'true' or 'false' quiz based on integration. ● **Homework:** learners produce notes to prepare for the assessment for the interrelationships and interdependencies in the travel and tourism industry, including the definitions used.	● Computers and internet access ● Materials for visual display ● Quiz
25	**C4:** Technology in travel and tourism	● IS	● **Lead-in:** facilitate a 60-second individual challenge for learners to list as many different examples they can think of relating to how technology is used in travel and tourism. Coordinate their responses into general themes/sectors of the industry on the board. ● **Tutor presentation:** use real-life examples to show the range of technology used for communication, booking and promotion covering the unit content. ● **Individual activity:** present a carousel of information around the classroom relating to travel and tourism technology advancements. Information will be displayed in a variety of formats, for example: o a laptop displaying a YouTube video about technology advancements in theme parks o a written case study relating to new developments in technology within transport hubs	● Presentation ● Carousel of information in formats of the tutor's choice, e.g. laptops may be needed to display video clips ● Computers with internet access ● Current information may be sourced from websites such as:

			o a newspaper article showing developments in the use of technology in hotels o a press release relating to new technology within travel agencies o a screenshot from a tour operator's website showing the latest developments in ticketing options o an advertisement from a transport principal relating to the different methods that may be used to book tickets. • Learners will visit each piece of information around the classroom and make notes on the key developments in technology. ● **Plenary:** learners share two interesting things they have learned in this session.	– YouTube (you should always check the source of the video for reliability) – the TravelMole website
26	**C4:** Technology in travel and tourism	IS	● **Lead-in:** ask learners to share their experiences of booking a product or service online. ● **Tutor presentation:** introduce booking systems, the rise of call centres and the advances in Computer Reservation Systems (CRS) and Global Distribution Systems (GDS). ● **Small group activity:** groups choose a travel and tourism organisation (e.g. a named airline or tour operator) and research the different methods for making a booking. Then they share and discuss findings with the class. Learners add key developments to their personal timeline. ● **Tutor-led activity:** prompt a discussion on the advantages and disadvantages of different methods of booking including computers, online and mobile. Introduce the potential impact of hacking and system failures. Ask learners to research a recent system failure – e.g. BA's system failure in 2017 or airline hackers in 2018 – and discuss the impact on the organisation, its customers and other organisations affected. ● **Plenary:** learners agree on key innovations and developments in booking systems, etc.	● Presentation ● Computers with internet access ● Articles ● Textbooks ● Search online for travelmole.com ● Search online for 'BA computer failure 2017'

			● **Homework:** learners create a technology checklist suitable for the visit location next lesson.	
27	**C4:** Technology in travel and tourism	V	● **Group activity:** organise a visit to a tourist attraction, travel agent, transport hub or accommodation provider to research the use of technology in situ.	● Visit planning and risk assessment, etc. ● Visit worksheet
28	**C4:** Technology in travel and tourism	IS	● **Lead-in:** ask learners to write down five benefits of technology to the organisation visited and its customers. Compare responses. ● **Small group activity:** learners carry out directed research into technology specific to other types of organisations. Give them a list of suitable organisations to choose from, covering the remaining range from the unit content. They then produce a poster and present their findings to the class. ● **Paired activity:** give learners a worksheet listing different types of technology from the unit content. Learners fill in columns listing potential advantages and disadvantages to organisations and their customers. ● **Plenary:** lead a quick quiz to show understanding of different types of technology and their use (e.g. animatronics, mobile ticketing, e-ticketing, virtual tours, electronic beacons, self-check-in – see list in specification). ● **Homework:** learners produce notes to prepare for the assessment on technology in travel and tourism, including the definitions used.	● Unit specification ● Computers with internet access ● Materials for posters ● Worksheet ● Quiz

Learning aim D: Examine factors affecting the travel and tourism industry				
29	**D1:** Factors affecting organisations in the travel and tourism industry **D2:** Responses of travel and tourism organisations to external factors	IS	● **Lead-in:** ask learners to explain the differences between internal and external factors for travel and tourism organisations. ● **Tutor presentation:** introduce learners to economic factors and terminology from the unit content. Encourage learners to identify and discuss how economic factors impact generally on the population, unemployment, recession, disposable income, etc. Discuss how these factors impact on travel and tourism, types and frequency of holidays taken, destinations, prices, business failures, etc. ● **Tutor-led activity:** give learners articles (e.g. WWTC 'Exchange rates and travel & tourism performance') that affect organisations in the travel and tourism industry. Facilitate a targeted Q&A for learners to extract data and other pertinent information from the reports. Discuss the impacts of economic factors and ways in which travel and tourism organisations might respond, such as competitive pricing, new products and destinations, fuel surcharges, membership of trade organisations, etc. ● **Paired activity:** give learners simple scenarios for them to propose responses – for example: *A small independent travel organisation is losing a lot of business to the local branch of a large, integrated travel organisation due to their heavy post-Christmas/Thanksgiving/(other religious or state festival in your country when this may occur) discount campaign*. Learners work together to identify suitable ways in which organisations could respond to these factors. ● **Discussion activity:** Why did Thomas Cook (the tour operator) collapse and could anything have been done to stop it? Was one of the factors economic? ● **Plenary:** lead a Q&A to check understanding. ● **Homework:** learners interview an adult family member or neighbour about their childhood holiday and leisure	● Computers with internet access ● Presentation ● Newspaper articles ● Textbooks ● Search online for travelmole.com ● Search online for WWTC ● Scenarios ● Article relating to the collapse of the tour operator Thomas Cook

			experiences.	
30	**D1:** Factors affecting organisations in the travel and tourism industry **D2:** Responses of travel and tourism organisations to external factors	IS	● **Lead-in:** learners share findings from interviews and identify common themes. ● **Tutor presentation:** introduce learners to social and lifestyle factors and terminology from the unit content. Encourage learners to identify and discuss how social and lifestyle factors impact generally on different types of travel and tourism organisations and destinations. Give learners copies of relevant articles on social and lifestyle factors with questions. Discuss responses and ensure all unit content terms are covered and have been explained. ● **Paired activity:** give learners links to specific articles relating to how organisations have responded to social and lifestyle factors. Ask learners to produce: (1) written summaries of the 'factors'; and (2) written descriptions of how organisations have responded – e.g. product diversification or specialisation, increased research, flexible staffing, and variable opening. Ensure factors link to the responses and, where possible, to the factors that affect the growth and operation of organisations in the travel and tourism industry. ● **Plenary:** facilitate a Q&A based on the articles to check understanding and discuss the perceived effectiveness of their responses.	● Computers with internet access ● Articles ● Textbooks ● Question sheets ● Search online for travelmole.com
31	**D1:** Factors affecting organisations in the travel and tourism industry **D2:** Responses of travel and tourism organisations to external factors	IS	● **Lead-in:** ask learners to consider what can go wrong on holiday and why legislation is important. ● **Tutor presentation:** introduce key government legislation in in your country and in destinations, relating to health and safety, airport tax/air passenger duty, passport and visa requirements, and data protection. (Country of arrival may be relevant in only some instances – e.g. budgeting for departure tax in pricing policy.) ● **Paired activity:** learners examine booking conditions to identify conditions (relating to unit content).	● Presentation ● Booking conditions ● Carousel tasks and activities ● Computers and internet access

			● **Tutor-led activity:** create a government legislation carousel with activities relating to those outlined in the presentation, including how travel and tourism organisations have responded – e.g. membership of trade associations, increased security measures for security of data, updated technology and staff training on legislation. ● **Plenary:** discuss how customers benefit from government legislation and the challenges it creates for travel and tourism organisations.	
32	**D1:** Factors affecting organisations in the travel and tourism industry **D2:** Responses of travel and tourism organisations to external factors	IS	● **Lead-in:** ask learners: 'Would safety and security issues stop you from travelling?' ● **Tutor presentation:** introduce safety and security topics such as terrorist attacks, war, civil unrest, security measures, transport disasters, health and e-safety. ● **Paired activity:** learners complete a worksheet to find out the current safety and health advice in named countries where restrictions are in force. Discuss how these restrictions can affect travel and tourism organisations. Tutors could allocate learners a country popular with outbound tourists from their country for this activity. ● **Small group activity:** learners work in groups to research the impact of terrorist attacks, war or civil unrest on a specified destination (e.g. the Tunisia hotel attack on Sousse beach in 2015). Discuss how organisations responded, and the impact on the destination. ● **Tutor-led activity:** introduce security content areas with examples. Ask learners to share experiences (or knowledge and perceptions of non-travellers) of security checks on transport, events, airports, etc. Learners watch video clips and make notes on airport security (e.g. 'How to: get through security at Heathrow' and 'How it works: airport body scanner'). ● **Plenary:** facilitate a Q&A to check understanding.	● Presentation ● Worksheet ● Computers and internet access ● Search YouTube for 'Airport security LHR' ● Search YouTube for 'Airport security – body scanner' ● Computers and internet access ● Search online for 'CRF safer travel'

			● **Homework:** learners learn more about how to stay safe when travelling through CRF Safer Travel.	
33	**D1:** Factors affecting organisations in the travel and tourism industry **D2:** Responses of travel and tourism organisations to external factors	IS	● **Lead-in:** give learners a range of illnesses on cards and get them to sort into: those they would change their holiday plans to avoid, if they knew there was an outbreak in the destination; and those they would not be bothered by. What drives their decisions? Explain the difference between pandemic and epidemic to learners. ● **Teacher-led:** on a world map identify how far away the students would need to be away from an outbreak of Zika or Ebola before they felt safe to go to a location – 100 km, 1,000 km, etc.? ● **Paired activity:** research the effect of Ebola in west Africa and how this damaged the tourism industry in southern Africa. Discuss why this is the case despite the outbreak being geographically closer to London than the countries in southern Africa. ● **Individual activity/Presentation to the group:** identify one major illness outbreak in the last decade and investigate its symptoms, its effects, how it spreads, how far it managed to spread, and why it managed to spread. Present to the group. ● **Teacher-led round up:** what are the common themes? ● **Homework:** learners consider these questions: 'Why is air travel such a key issue in the spread of health-related problems?' 'How is this threat managed?'	● Cards ● Websites relating to viral pandemics/ epidemics (WHO) ● World map
34	**D1:** Factors affecting organisations in the travel and tourism industry **D2:** Responses of travel and tourism organisations to external factors	IS	● **Lead-in:** show learners a slideshow of images of extreme weather events. Discuss the following question: 'Are there more extreme weather events or are we more aware of them due to social media?' ● **Tutor presentation:** introduction to unit content on environmental and climatic factors, extreme weather events and natural disasters, including examples. ● **Paired activity:** learners select a travel and tourism	● Slideshow ● Computers and internet access ● Case study ● Presentation

			organisation (e.g. airline, tour operator, accommodation provider) and research their policy on sustainability. Share responses and discuss common themes. ● **Small group work:** give learners a hypothetical case study of a tour operator dealing with the impact of an extreme weather event (e.g. Mexico). Learners discuss the tour operator's responsibilities and how they would respond. Groups share their proposed responses. ● **Tutor presentation:** show learners a video clip of a news report on a hurricane affecting tourist destinations. Discuss the issues facing tour operators with guests on their way to the region and once they've arrived. ● **Plenary:** learners discuss the factors affecting businesses not the impacts of tourism. ● **Homework:** learners carry out research into a real environmental or natural disaster and how travel and tourism organisations responded.	
35	**D1:** Factors affecting organisations in the travel and tourism industry **D2:** Responses of travel and tourism organisations to external factors	GW	● **Lead-in:** introduce learners to crisis management and major incident plans, the role of trade associations in repatriation etc. following extreme weather events or natural disasters. ● **Discussion:** learners summarise the key roles and responsibilities in crisis management. ● **Tutor presentation:** display the following quote on screen: 'There is no such thing as bad publicity.' Ask whether learners think this statement is true. Share examples of bad publicity relating to travel and tourism. ● **Small group activity:** groups take part in an 'introduction to media factors' session which can include the following activities: o learners find an example of a destination that has benefited from TV/film coverage, then share responses and positives/negatives for the destination o you show how an organisation is currently using social	● Presentation ● Computers with internet access ● Adverse press article ● Search YouTube for 'Hurricane Florence' (or recent hurricanes) or Typhoon affected Japanese rugby union world cup 2019 ● Case study

			media, and discuss the potential impacts of social media on travel and tourism organisations o learners research TripAdvisor reviews for a local hotel or attraction, then discuss how they can impact organisations and whether such reviews can always be trusted o give learners an adverse press article relating to a travel and tourism organisation, then discuss potential impact and how the organisation should respond o learners add key media innovations/developments to their personal timeline. ● **Plenary:** learners agree on key media innovations and developments. ● **Homework:** learners carry out research into a travel and tourism organisation that uses these media factors for publicity and evaluate whether or not they are effective.	
36	**D2:** Responses of travel and tourism organisations to external factors	IS	● **Lead-in:** learners consider the potential impacts of travel and tourism organisations not responding effectively to external and internal factors. ● **Paired activity:** give learners a worksheet listing responses to external factors from the bulleted list in the unit content. Ask them to identify and explain specific factors that might prompt each response and give a real example (e.g. competitive pricing – possible responses include how hotels, airlines and tour operators introduce competitive pricing strategies in response to adverse economic factors to encourage customers to book with them rather than a competitor). You could devise a case study on how an organisation has responded to a range of external factors for learners to analyse and evaluate. ● **Plenary:** lead a quiz on the main learning points to check understanding of content area D. ● **Homework:** learners produce notes to prepare for the	● Worksheets ● Computers with internet access ● Search online for travelmole.com

			assessment for the topics covered in learning aims D2 and D3, including definitions used.	
37–40	Mock assessment	AW	● Learners are given a mock assignment brief or part mock assignment brief so they are able to receive feedback on how they perform in assignments and so they can be given guidance on how to improve for the real supervised assignment. A Pearson Sample Assignment Brief or past assessment brief in future years could be used. ● Some centres may prefer this to be chunked and given to learners after each learning aim (A, B, C, D) has been completed and discussed in depth to ensure learners understand how to address the assignment briefs and to ensure time is divided evenly between the learning aims. ● Some centres may prefer to give it as a timed mock in the way detailed below exactly like the real Pearson Set Assignment unit as a way of showing students how to approach the real assessment. ● This is the tutor's chance to guide the learners and teach them strategies – which they will not be able to do to the same extent in the real Pearson Set Assignment unit.	● Mock assignment brief ● One computer with internet access per learner
41–45	Supervised Assessment	AW	● In advance of the learners sitting the assessment, you will need to have made arrangements for supervised activities. Include research elements in activity 1 as well as the assignment activities 2–5 to best suit your circumstances. It is advised centres make arrangements to allow 9 supervised hours for the set assignment. ● Follow instructions for tutors and instructions for learners.	● As detailed in assignment brief ● One computer with internet access per student

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.